



**SPP Community Meeting – Teacher Pathways to Certification**

December 2, 2014, 6:00pm – 8:30pm

**Key objectives**

- Discuss components of teacher waiver process
- Identify key components for teacher certification

**Question 1:** What would make completing a degree program feasible for potential preschool educators and providers?

**Question 2:** What is the criteria a teacher should be able to demonstrate, in order to be exempt from a degree requirement?

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
Question 1	<ul style="list-style-type: none"><li>• Access<ul style="list-style-type: none"><li>○ Offered in multiple languages (classes &amp; research/literature)</li><li>○ Assistance with certification process.</li></ul></li><li>• Cultural Competency<ul style="list-style-type: none"><li>○ Courses</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Experience=credits</li><li>• Funding<ul style="list-style-type: none"><li>○ Supplies</li><li>○ Books</li><li>○ Tuition</li><li>○ Bus Voucher</li><li>○ Childcare</li></ul></li><li>• Options<ul style="list-style-type: none"><li>○ Online - face-to-face</li><li>○ Classes in local communities</li><li>○ Flexible dates</li></ul></li></ul>	<u>Flexibility</u> <ul style="list-style-type: none"><li>○ Face-to-face vs. online classes</li><li>○ Variable class schedules – morning, evening, weekend</li><li>○ Childcare available during classes</li><li>○ Transferability of previous credits</li><li>○ Individualize courses – based</li></ul>	<ul style="list-style-type: none"><li>• Money \$ Financial Support for tuition, books, release time, transportation, etc...Incentive to achieve completion of degree. Resulting in equal pay according to degree.</li><li>• Flexible programs; Multiple Pathways – Hybrid, online, face to face, night class</li></ul>	<ul style="list-style-type: none"><li>• Competency and prior learning credit</li><li>• Affordability</li><li>• Funding – fully (time commitment to community education)<ul style="list-style-type: none"><li>○ Emergency funding for items that are incidentals</li></ul></li><li>• Access<ul style="list-style-type: none"><li>○ Online,</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Community based</li><li>• 3 Groups<ul style="list-style-type: none"><li>○ No HS Diploma</li></ul></li><li>• Tuition Assistance<ul style="list-style-type: none"><li>○ Time!! – paid, release time</li><li>○ High quality substitute teachers</li><li>○ Money for classes</li><li>○ Salary guarantee (residency)</li></ul></li><li>• Credit for prior</li></ul>	<ol style="list-style-type: none"><li>1. Educational Institutions Established<ul style="list-style-type: none"><li>○ Need articulation agreements</li></ul></li><li>2. Financial resources to Pay for Education – Scholarships.</li><li>3. 4-Year timelines is not feasible for working professionals.</li><li>4. RSJI: Considerations</li></ol>

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	<p>provided in multiple languages and supporting material.</p> <ul style="list-style-type: none"><li>○ Dual language tracks</li><li>• Childcare Support<ul style="list-style-type: none"><li>○ On-site of classes</li></ul></li><li>• Scholarships<ul style="list-style-type: none"><li>○ For whole process renewal – commitment to teach in SEA for X years.</li><li>○ Full and partial</li></ul></li><li>• Flexible time schedules</li><li>• Outreach to recruit</li><li>• Degree program steps clearly communicated</li><li>• Online Programs<ul style="list-style-type: none"><li>○ Financial and Childcare support</li></ul></li><li>• Diversity of preparation<ul style="list-style-type: none"><li>○ Special education, dual</li></ul></li></ul>	<p>and times</p> <ul style="list-style-type: none"><li>○ FT or PT</li><li>○ Access to childcare</li><li>○ Transportation</li><li>• Different Languages<ul style="list-style-type: none"><li>○ Includes English learning at the same time</li></ul></li><li>• Special Services<ul style="list-style-type: none"><li>○ Self Care</li><li>○ Mental Health</li><li>○ Adult learning styles</li><li>○ Technology</li><li>○ Verbal/Written skills</li></ul></li><li>• Theory to Classroom<ul style="list-style-type: none"><li>○ Classroom support</li><li>○ Mentors</li><li>○ Buddy program<ul style="list-style-type: none"><li>▪ Classmates</li><li>▪ Other program observations</li></ul></li></ul></li></ul>	<p>on previous experience/knowledge</p> <ul style="list-style-type: none"><li>○ Blended learning – in class alongside practicum</li><li>○ Specialization – special ed, ELL, math, literacy, B-3</li></ul> <p><u>Money</u></p> <ul style="list-style-type: none"><li>○ Total State funding –<ul style="list-style-type: none"><li>▪ BA programs with cert.</li><li>▪ MA programs with cert.</li></ul></li><li>○ Residency Programs<ul style="list-style-type: none"><li>▪ Program pays for education; Seattle Teacher Residency model. Employee works for set # of years</li></ul></li><li>○ Scholarships<ul style="list-style-type: none"><li>▪ For Master’s programs,</li></ul></li></ul>	<p>(variety e.g., 1 week, part night/day)</p> <ul style="list-style-type: none"><li>• Advisors that are vested (e.g., in with students over period of time), Field supervisors</li><li>• Community partnership – e.g., neighborhood classes that offer college credits.</li><li>• Prior life experience – getting credit for job/work/life experiences in the field of study. E.g., Pacific Oaks, Green River Community College, Antioch</li><li>• Accountability – working with accredited organizations partnership with city and MERIT (approving of the transcripts)</li><li>• Have field experience – accompanied with</li></ul>	<p>proximity to bus lines, local community centers</p> <ul style="list-style-type: none"><li>○ Recruitment – community outreach</li><li>○ Time – outside of work hours</li><li>○ Flexibility</li><li>• Dual language/multi-cultural courses</li><li>• Support –<ul style="list-style-type: none"><li>○ Professional (tutoring/mentoring)</li><li>○ Childcare</li><li>○ New student guidance – program support</li></ul></li><li>• Incentive<ul style="list-style-type: none"><li>○ Job placement – onsite job fairs, placement support, job counselors</li><li>○ Salary – comparable to</li></ul></li></ul>	<p>learning and alternative philosophy (e.g., Montessori, Waldorf, etc.</p> <ul style="list-style-type: none"><li>○ \$\$ for the credits</li><li>○ Pay for the assessments</li><li>• B.A. in whatever plus Certificate in Waldorf/Montessori, etc. = B.A. in ECE</li><li>• Dual language cohorts created by culturally sensitive programs</li><li>• Clear pathways with advisors that reflect the community</li><li>• Creating funding for college readiness for adults who haven’t participated in U.S. education.</li></ul>	<p>and accommodations for students/providers who are ESL professionals.</p> <ul style="list-style-type: none"><li>○ Time to completion.</li><li>○ Curriculum that meets the needs of providers who ESL learners.</li></ul> <p>5. Neighborhood classes with childcare provided.</p> <p>6. Deliberate strategy regarding recruitment of professors of color.</p> <p>7. Evening/online/week end school options for all levels.</p>
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Tier 1 Notes: Teacher Pathways to Certification

	<p>language</p> <ul style="list-style-type: none"><li>• Practice-based – including time in classrooms</li></ul> <p>Q: Will there be reciprocity for out-of-state prep programs?</p>	<ul style="list-style-type: none"><li>○ Tutoring</li><li>○ Counseling</li><li>○ Motivation</li><li>• Accelerated Program<ul style="list-style-type: none"><li>○ “Test out”</li><li>○ Weekends</li><li>○ Monthly</li></ul></li><li>• Service Learning Practicum<ul style="list-style-type: none"><li>○ Demonstrate skills “test out”</li></ul></li><li>• Incentives<ul style="list-style-type: none"><li>○ Achievement bonuses</li><li>○ Paid days off</li><li>○ Subs pool<ul style="list-style-type: none"><li>▪ Qualified teachers</li><li>▪ Community shared</li></ul></li><li>○ Pay increase for milestones</li></ul></li></ul>	<p>easier access, increased amounts available</p> <ul style="list-style-type: none"><li>○ Credit for years of experience</li><li>○ Better pay when completed program</li></ul> <p><u>Time</u></p> <ul style="list-style-type: none"><li>○ Accelerated/Proficiency Based Class Schedules – “test out” of courses once competency is established</li><li>○ Summer Intensive – courses completed over Summer, No break</li><li>○ Full time vs. Part time</li></ul>	<p>the certification and professional supervised practicum. With feedback loops.</p> <ul style="list-style-type: none"><li>• Language – diverse teachers with EEL needs – e.g., multilingual staff not just translators</li><li>• Easy college application process</li><li>• If receiving a certificate that is transferable outside of WA.</li><li>• Grandparenting of previous credited classes. E.g., Social Human Services (SHS) classes is now called ECE classes.</li></ul>	<p>State schedule for teachers</p> <ul style="list-style-type: none"><li>○ Recognition – EC mentioned in legislation, collective bargaining, recognition as a group of professionals – we are teachers!</li></ul>		
<b>Question 2</b>	<ul style="list-style-type: none"><li>• Prove competency in subject matter * - including foreign degrees.<ul style="list-style-type: none"><li>○ “Test out” (oral, written)</li><li>○ Practical</li></ul></li></ul>	<p>Competency based portfolio including (but not limited to):</p> <ul style="list-style-type: none"><li>○ Video</li><li>○ Documentation</li><li>○ Cultural responsiveness</li></ul>	<p>What are the criteria for exempt...</p> <ul style="list-style-type: none"><li>• Reaching a certain standard on...</li><li>• CLASS test e.g., being observed by people who speak</li></ul>	<p>1. Portfolio completion, observation, demonstration of competencies – written and action, level 3 – for</p>	<ul style="list-style-type: none"><li>• B.A. in a variety of disciplines plus a certificate in a specific specialized curriculum (ex., Montessori, Waldorf).</li></ul>	<ul style="list-style-type: none"><li>• Outcomes:<ul style="list-style-type: none"><li>○ 4 levels of pedagogy</li><li>○ Able to create curriculum, complete observations,</li></ul></li></ul>	

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	<p>observation (class)</p> <ul style="list-style-type: none"><li>○ Dual language proficiency</li></ul> <p>* Social, emotional, physical, cognitive, language, literacy, science, lesson planning, classroom management, family engagement, art, music.</p> <ul style="list-style-type: none"><li>● Extensive knowledge of child development<ul style="list-style-type: none"><li>○ Articulating the whys and how's</li><li>○ Developmentally appropriate practices</li></ul></li><li>● Credit for years of experience; including out of country experience (in addition to competency exams)</li><li>● Acceptance of all forms of professional development<ul style="list-style-type: none"><li>○ STARS credits</li><li>○ MERIT</li></ul></li></ul>	<ul style="list-style-type: none"><li>○ All degree outcomes</li><li>○ Curriculum</li><li>○ Data collection and analysis turned into instruction and programs</li><li>○ Evidence and use of research-based pedagogy and best practices</li><li>○ Family and community engagement</li><li>○ Early learning benchmarks</li><li>○ Meeting the needs of students with special needs</li><li>○ Health, safety and nutrition</li></ul> <p>Consistently high (distinguished and proficient) ratings by CLASS and ECERS observations over an extended period of time.</p>	<p>the language of the teacher...</p> <ul style="list-style-type: none"><li>○ Reach a particular number e.g., 4 to exhibit teacher interaction with child development knowledge.</li></ul> <ul style="list-style-type: none"><li>● Demonstrate and articulate the developmental levels of childhood in all domains and apply to practice.<ul style="list-style-type: none"><li>○ Knowledge of.. e.g., social, emotional, cognitive, Gross Motor/Fine Motor skills, language development.</li></ul></li><li>● Develop and implement developmentally appropriate curriculum</li></ul>	<p>assistant, level 4 – teacher (WA State Core Competencies)</p> <p>2. Deliberate strategy of recruitment of accessors of color and cultural matches.</p> <p>3. Supports and assistance for the students who may need special accommodations (for example; writing, math, reading).</p> <p>4. Determine the minimum equivalent number of years of experience to qualify for the waiver.</p>	<ul style="list-style-type: none"><li>● Immigrant/Refugee ESL should be exempted and give more time to complete than 4 years.</li><li>● Provide a dual language program that provides education in first language to meet expectations in classroom. Ex. ECE level 3-5 (ex. Somali providers = 14% of licensed providers in King County)</li><li>● Provide a practice based approach to meeting criteria for long term teachers with BA's in other disciplines and other ed received through STARS.</li><li>● Allow BA from a variety of disciplines in the Director position (with ECE credits or</li></ul>	<p>structure classroom environment, parent partnerships</p> <ul style="list-style-type: none"><li>● Demonstrate Proficiency:<ul style="list-style-type: none"><li>○ Portfolio, observation, student outcomes, parent feedback, teacher feedback (K12 teachers)</li></ul></li><li>● Experience Equivalency:<ul style="list-style-type: none"><li>○ Depends on how individual has progress</li><li>○ Coursework completion within ____ (not relevant) years, classroom practicum hours ____ (not relevant), continued education up to date.</li></ul></li><li>● Continued education:</li></ul>	
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	<ul style="list-style-type: none"><li>○ CDA</li><li>○ ECE certification</li><li>○ Early Achievers</li><li>○ Use of ELG's (Early Learning Guidelines)</li><li>● Knowledge of assessment tools and quality observations</li><li>○ Teaching Strategies Gold</li><li>○ C.L.A.S.S.</li><li>○ ELERS/ECERS</li><li>○ Common Core Standards</li></ul>	Minimum experience (ex. 10 years)	<ul style="list-style-type: none"><li>● Align different credential systems e.g., Montessori, Reggio, Project Approach, High Scope<ul style="list-style-type: none"><li>○ Broad assessment standards</li></ul></li><li>● Accept certification programs...e.g., High Scope certified, Montessori certified</li><li>● Grandparent of degrees e.g., a degree from 1990 is called something different than in 2014. E.g., SHS vs ECE (recognize previous college classes that were called something else)</li></ul>		<p>additional classes in a supporting role).</p> <ul style="list-style-type: none"><li>● Assistant teachers should be able to come with a BA degree in a variety of disciplines and then be able through a practice based measure (ERS and CLASS) to show they meet best practice.</li></ul>	<ul style="list-style-type: none"><li>○ Abb. version of courses from BA program to make up to date.</li><li>○ Shared understanding of knowledge or specialization.</li></ul>	
Bike rack	○ If a teacher gets a waiver, will s/he be compensated at the same level as those with BA/AA/etc.? What will those with waivers have to do maintain the waiver?						